

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 120H8

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Kimberly Riposo-Conley

Official School Name: Hilliard Elementary School

School Mailing Address: 24365 Hilliard Blvd.
Westlake, OH 44145-3599

County: Cuyahoga State School Code Number*: 016295

Telephone: (440) 835-6343 E-mail: Conleyki@wlake.org

Fax: (440) 835-5698 Web site/URL: www.westlake.k12.oh.us.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Daniel Keenan Jr. Superintendent e-mail: Keenan@wlake.org

District Name: Westlake City District Phone: (440) 871-7300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Thomas Mays

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12OH8

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12OH8

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
(per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 13249

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	52	21	73		6	0	0	0
K	19	26	45		7	0	0	0
1	22	22	44		8	0	0	0
2	26	24	50		9	0	0	0
3	32	25	57		10	0	0	0
4	39	24	63		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								332

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 13%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	31
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1, 2010	318
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 6%
 Total number of ELL students in the school: 21
 Number of non-English languages represented: 9
 Specify non-English languages:

Albanian, Arabic, Bosnian, Hungarian, Korean, Mandarin/Cantonese, Punjabi, Spanish, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 19%

Total number of students who qualify: 63

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 25%

Total number of students served: 83

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>23</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>5</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>6</u>
Total number	<u>32</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Hilliard Elementary School is one of four elementary schools in Westlake, Ohio. Located in western Cuyahoga County, near the shore of Lake Erie, Westlake is a place where families and businesses thrive. Its proximity to Cleveland and 200 year heritage, evolving from a rural farm community to an affluent suburb, rich in industry and technology, make it an ideal place to live, work, play and learn. Hilliard serves 332 students in preschool through grade four. Our school is the district's designated site for housing the Early Childhood Program. This program accounts for a majority of the 25% of students identified with disabilities. Upon completion of the Early Childhood Program, students return to their home school. Hilliard has demonstrated outstanding student achievement as reported on the Ohio Department of Education's (ODE) School Report Cards for the last five years, receiving the designation of Excellence; meeting all state indicators, and meeting Adequate Yearly Progress; demonstrating an ever-present commitment to high achievement for all learners. Hilliard was the first school in our district to receive the State Superintendent's Schools of Distinction Award. This award is given by the ODE to recognize schools whose students, including those with disabilities, achieve high academic performance.

The mission of Hilliard School is to create an environment that promotes globally-minded, compassionate, life-long learners who are knowledgeable and socially responsible citizens. We believe this mission statement embraces the quest for excellence for all students and encourages them to develop the 21st century skills needed to compete and contribute in an increasingly connected global environment.

The success of Hilliard's students can be attributed to our staff's willingness to continually pursue best practices, explore a variety of proven methodologies and differentiate instruction as our population changes. Hilliard has long provided a nurturing environment where students feel academically supported. Over the past five years, Hilliard's enrollment has become increasingly culturally diverse. We endeavor to celebrate the cultures and languages represented in our student population in order to promote understanding while continuing to enrich the learning atmosphere. We are focused on serving every student, based on their individual learning and social characteristics. All our programs provide students of varying abilities the opportunity to learn and develop in the most appropriate, least restrictive environment. Hilliard provides a wide array of interventions and enrichment opportunities at all grade levels through the utilization of our Special Education and Gifted Programs, in addition to our Response to Intervention (RTI) program of learning. The Hilliard staff sets goals for high academic standards and student ownership of learning.

Hilliard teachers, including the principal and specialists in the building, collaborate weekly to reflect on student progress and examine data that presents a picture of the whole child. These data are used by teachers to develop instructional paths which help each student achieve their personal best in achievement and social goals.

Hilliard receives wide support from our community. Parents have always been proactive and involved with the success and well-being of the students. Hilliard has a strong Parent Teacher Association (PTA) that supports the education of our students through special programs and teacher grants. Parents volunteer their time in the school media center and in classrooms and help coordinate and plan educational and evening family-friendly events. Parents consistently demonstrate their dedication to Hilliard's mission and to student achievement with active involvement in school initiatives. Hilliard also benefits from a strong and supportive partnership with our local public library. Porter Public Library provides space for professional development, facilitates student tutoring, assists students with projects and research, endeavors to provide materials to support the school curriculum, and provides educational programs for students and staff.

Hilliard's traditions have promoted the feeling of shared stewardship for the school, community and outside world. These traditions are enhanced through pursuit of the designation as an International Baccalaureate Primary Years Programme (IB PYP). Hilliard is in the interest level year of the program, preparing to submit an application for candidacy in April, 2012. The Learner Profile Attributes of the IB Programme enrich our school-wide recognition which are currently in place for students. The Shining Stars, recognized quarterly for effort, character and positive attributes displayed coincides with our daily Hilliard High Five program where students earn positive tickets to use at the quarterly High Five Store. Participation in fundraisers such as Jump Rope for Heart and Harvest for Hunger help students develop empathy for others while helping their community around them. Connections with parents and the community are fostered through our Family Literacy and Math Nights, specific workshops for Early Childhood parents, Annual PTA Art Show and Ice Cream Social, and Talent Show. Staff members have been recognized for various local, state and national honors. Additionally, student artwork has been honored at the Young People's Art Exhibition and community Art Shows.

Hilliard School is deserving of the National Blue Ribbon Award because of its exemplary achievement. This is a direct result of our high level of dedication to best practices, continuous productive collaboration and thoughtful, data-driven classroom practices. Hilliard has created an inclusive, globally-minded environment where students are nurtured, develop a thirst for knowledge and succeed socially and academically.

1. Assessment Results:

Hilliard Elementary has demonstrated outstanding student achievement as reported on the Ohio Department of Education's School Report Cards for the last five years (2006-07 through 2010-11). The Ohio Achievement Assessments (OAA) for grades three to eight are required tests that measure student achievement toward academic content standards in reading, math, writing, science, and social studies. The standards describe what students should know and be able to do by the end of each grade level. Hilliard Elementary School has received the designation of "EXCELLENT" by the Ohio Department of Education (ODE), met all state indicators, improved our Performance Index Score, and met the Adequate Yearly Progress determinations for the past five years.

Students in grade 3 are tested in reading in both spring and fall, and in mathematics in the spring. Students in grade 4 are tested in reading and math each spring. The state of Ohio's accountability system identifies five performance levels which are used to determine a school's Performance Index:

Advanced, Accelerated, Proficient, Basic, and Limited. To meet a test indicator in grades 3-4, at least 75% of students tested must score proficient or above on the reading and math tests. In addition, Ohio has added a value-added measure for the past four years which identifies students' yearly growth. Hilliard has met or exceeded the growth standard every year in math and reading since the Value Added measure began.

Our strategic planning process, district and school mission, and vision have identified excellent academic performance as our primary goal. Over the past five years, Hilliard's Performance Index has increased from 107.8 to 110.1. The Performance Index (PI) reflects the achievement of every student enrolled for the full academic year. It is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is 1.2 for advanced performance to zero for untested students. This results in a scale from 0 to 120 points. Factors accounting for this include the high level of achievement at the advanced and accelerated levels for the general population, as well as for subgroups of students. In the past five years, third grade students at Hilliard Elementary have achieved a 94%-100% passing rate in reading and 96%-100% passing rate in mathematics. In grade four, 96%-100% of students scored at or above proficient in reading and 92%-100% in math. Our high expectations at Hilliard Elementary are highlighted by the increase of students performing at or above Accelerated from 59% to 82% in 4th grade math. Over the past five years, fourth grade students with disabilities subgroup went from 67% at or above proficient to 90%, and 17% to 70% at or above accelerated in mathematics. Math and reading scores for third grade students with disabilities increased from 40% at or above accelerated to 60%, and 40% at or above accelerated to 70% respectively. These trends show a steady increase in the percent of students scoring at the accelerated and advanced levels.

These successes are a direct result of our attention to data, high expectations, and responding to student needs quickly. The individual student assessment reports from the Ohio Achievement Assessment help teachers identify specific areas of strength and target areas for improvement and greater growth. Hilliard Elementary staff members determine the most appropriate accommodations and interventions for student achievement. Teachers, administrators, aides, volunteers, parents, and other support staff work collaboratively using data driven decision making, the RTI process, progress monitoring, tiered models of support, analysis of formative and summative data and weekly collaboration focused on student needs to ensure that students not just pass the tests, but attain the highest level of success.

Information on Ohio's Achievement Assessments can be found at <http://www.ode.state.us/>

Hilliard Elementary's 2010-2011 assessment results can be found at <http://www.ode.state.us/reportcardfiles/2010-2011/BUILD/016295.pdf>

2. Using Assessment Results:

The teachers at Hilliard Elementary use data from a variety of assessment tools to plan for instruction, intervention and enrichment so that all students master the Ohio Academic Content Standards. Using data to improve curriculum and instruction is an important and regular practice at Hilliard Elementary, and we believe in getting an early start. Hilliard Elementary is the district's designated site for the Early Childhood Program. Preschool teachers administer the *Get It, Got It, Go* pre-reading inventory as well as the ECO and ASQ inventories. *Get It, Got It, Go* allows teachers to isolate areas of need and/or concern in the area of reading readiness. Information regarding the whole child is provided through the use of a developmental rating scale (ECO) and a social-emotional index (ASQ). Prior to kindergarten, students are screened for readiness. Beginning in kindergarten, teachers use the Kindergarten Readiness Assessment-Literacy (KRA-L), AIMSweb monitoring, grade level common assessments and other formative assessments to monitor and plan appropriate instruction and intervention.

Teachers in all grade levels, Preschool through grade 4, use a three-tiered Response to Intervention (RTI) process that draws on data and collaboration to determine tiers of support for each student. Intervention strategies, specific to each child's needs, are addressed at monthly RTI data team meetings and weekly grade level collaborative sessions. Three times per year, teachers screen all students using AIMSweb benchmarking. Additionally, Hilliard staff uses the TerraNova, Cognitive Abilities Test (CoGat), Ohio Achievement Assessment (OAA), Ohio Test of English Language Acquisition (OTELA), developmental spelling and reading inventories, as well as other formative and summative assessment data to inform and guide instruction and interventions and to identify trends in our grade-level and school data.

Teachers in grades 3 and 4 promptly disaggregate Ohio Achievement Assessment test data in multiple ways. Teams conduct an item analysis to determine areas of strength and weakness for individual students and grade level performance measures. Using all of the information, goals are set and plans are created to address specific student needs.

Tier I interventions for classroom teachers include guided reading and *Foundations*. An academic coaching program using special area teachers, teacher assistants, and parent volunteers is in place for students who are at-risk based on OAA test results and classroom performance on formative assessments. Progress monitoring determines that growth is being made toward educational goals or that a student needs more intense Tier II or III interventions. Hilliard staff determines the Tier II at-risk population by examining Tier I data. Supplemental math and reading instruction and strategic monitoring for Hilliard students who are not meeting benchmarks is provided in a reading intervention program led by a Reading Specialist and in a reading and math intervention program served by three Intervention Specialists. Programs used in these levels of intervention include *Soar to Success*, *Wilson*, and *Foundations*. Additionally, data is used to indicate which gifted students may also benefit from enrichment and teachers are able to use this data to plan extension lessons and differentiate instruction which allows all students to be successful.

The efforts of Hilliard's teachers to use data to inform and guide instruction are evident in the positive state assessment results. A variety of assessment results are analyzed during grade level data team meetings to support our goal of all Hilliard students meeting or exceeding one full year of academic progress.

Hilliard Elementary communicates student data and assessment results in many ways. Students are encouraged to monitor their own progress through informal formative assessment and clear learning objectives, which are communicated via "I Can" statements. Students also view their individual assessment results on the AIMSweb benchmark and progress monitoring reports and discuss with the teacher their trends using data graphs. Goals are often set by the student and teacher collaboratively based on these results. This early introduction in using graphs to monitor progress is also reinforced through online learning programs such as *Study Island*, *First in Math*, *Kids College*, and *XtraMath*. Parents receive and have access to these same graphs and three times per year are sent the AIMSweb results, commencing with a fall parent/teacher conference. Progress report cards are sent home quarterly, which outline not only subject mastery, but also progress toward state indicators. Phone calls, letters, emails and

parent meetings are also regular means of communicating assessment results. Ohio Achievement Assessment results are also disseminated through our school office to each parent. The State of Ohio releases an Annual Report Card for each school in the district. Every Hilliard family receives this report. District and building reports are also posted on the Ohio Department of Education's website, which allows families to view and compare results of state assessments. Hilliard Elementary maintains a comprehensive website to keep parents and the community informed of upcoming events, current happenings, and local report card ratings. Additionally, each Hilliard teacher has a link to his/her own webpage with important test dates, test-prep practice and enrichment resources, and other information. Hilliard Elementary strives to inform parents, students and the school community of data used to drive instruction.

3. Sharing Lessons Learned:

Hilliard Elementary School is committed to continuous improvement, innovative learning experiences and best practices.

At the district level, teachers from four elementary schools meet several times during the year. These meetings are facilitated by the Curriculum Director and Principal Designee with the purpose of reflecting on implementation of strategies and interventions in alignment with our Continuous Improvement Plan (CIP) goals. This year's emphasis has been on IB Primary Years Programme practices, *Foundations* coaching visits which allow the opportunities for teachers to visit observe and reflect with colleagues on the program elements, Ohio Common Core Standards and transition strategies. Our certified nurses, psychologists, and guidance counselors meet bi-monthly to collaborate and share common practices in their field of expertise.

Hilliard's Principal attends monthly administrative meetings, facilitated by the Superintendent and central office personnel, to discuss district wide initiatives, share practices and policies, stay current and aligned with state wide expectations.

The classified staff meets at the district level, facilitated by the Human Resource Director and/or Technology Coordinator, to share practices in relation to their job responsibilities to stay current and incorporate new procedures. Hilliard teacher assistants shared procedures for setting up Parent/Teacher Conferences and the alignment of the teacher assistants' role focusing on student assistance. These became models in the district elementary schools.

The Westlake PTA Council is an outstanding organization in the Westlake Schools. Each month, the PTA Presidents, Council Delegates, and District Administrators meet to share ideas and celebrations; gain support in focused areas and develop new initiatives which support the mission of the Westlake City Schools. Our "Dollars for Scholars" program was started as a joint effort between PTA Council, staff and community to raise scholarship funds.

Twice during the school year, a team consisting of the Superintendent, Central Office Personnel, Board of Education Representative, Principals, Teachers, PTA Council President and community representatives meet to review in depth the CIP implementation per building. Feedback is provided for each building to discuss with their staff so that the CIP remains a focus for all district level staff.

Connecting outside the district adds another dimension to our teaching. IB training connects Hilliard's teachers with educators from around the world. Through blogs, wikis, online journals and professional networks, teachers connect globally with other educators. Our IB Coordinator designate and Principal are in contact with authorized IB schools and participate in an educational partnership which promotes global education.

Through a grant from the University of Michigan, third and fourth grade teachers collaborated with other education professionals county wide in Activities Integrating Math and Science (AIMS).

Our Art Teacher shares lessons with the educational community and public through online posting of media. Examples are posted at;

<https://www.youtube.com/user/wwwillieeee/videos>

<https://picasaweb.google.com/113256334758192163485>

4. Engaging Families and Communities:

Hilliard Elementary School offers a nurturing environment for children, parents and staff. Parents are involved in their child's learning process and our open door policy encourages them to become partners in the school community. Methods of communicating with parents include: teacher created and regularly updated websites; preschool through grade 2 parent information nights throughout the school year; orientations for new students and their families, preschool through grade 4; classroom and PTA newsletters; and an optional, annual 6-week parenting program. Open House is a family affair as students, parents and family members are encouraged to visit the school and meet the teachers. Parents receive information regarding grade level curriculum and Ohio's Standards, as well as information regarding volunteer opportunities and the policies and traditions of the school. Consequently, parents and grandparents are familiar faces in our building, often volunteering to work with students. All parents are encouraged to attend annual family nights such as this year's Hilliard's Family Reading Challenge. During the evening, staff members model strategies and demonstrate activities for parents to implement at home. Parents of children who are experiencing difficulties at school are invited to meet with staff to participate in the planning and implementation of interventions specific to their child. Our parents and staff have developed exceptional relationships, and our building has a reputation as a warm, friendly place where everyone feels a part of the school family.

Our building is active in implementing our district's Continuous Improvement Plan (CIP). We work together with community leaders, community members-at-large, parents, administrators, teachers, and support staff. Our excellent relationship with Westlake's Fire and Police departments provide our students with on-going safety education programs. The local safety forces are instrumental in helping ensure the safest environment for our students. Our Parent Teacher Association (PTA) is proactive in serving our school community and very supportive of the needs of the school. Through the PTA, parents and teachers provide many opportunities for enrichment through cultural programs such as Celebrate the Arts Day, Artist in Residence programs and assemblies. The PTA is an important link to the community and is instrumental in initiating and coordinating many of our community projects. PTA is always ready to serve our school.

Another successful strategy Hilliard has implemented is an ongoing partnership with a local college which provides preschoolers with a standards based music therapy program. Its success has made the Hilliard community eager to pursue other such partnerships to enrich the learning environment and enhance student success.

1. Curriculum:

Westlake City School's curriculum aligns with Ohio's Academic Content Standards and provides the framework for lesson planning, instructional delivery, and monitoring student progress. Classroom teachers are responsible for Language Arts, Math, Science and Social Studies and special area teachers instruct in Physical Education, Visual and Performing Arts. Technology is woven throughout the curriculum from preschool through grade 4.

The foundation of Hilliard's Language Arts instruction is a balanced literacy approach, integrating the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers use multiple instructional strategies and tools to ensure that all students have the skills necessary to be successful readers and writers. The Scholastic Balanced Literacy program forms the core of our reading curriculum. Hilliard boasts two complete Guided Reading libraries, which provide a variety of genres. Language arts remediation and extension activities are provided by *Foundations*, *Words Their Way*, *Wilson*, *Soar to Success*, and *Great Leaps*.

Hilliard's Mathematics program aims to deepen conceptual understanding and problem solving skills through a constructivist approach while developing mathematical fluency. Use of the *Investigations* program allows for inquiry into math concepts and is our primary curriculum resource. This is supplemented by the *Envisions* program which allows students to attain fluency in computation and fact recall. Online programs, such as *First In Math*, *Study Island*, and *Kids' College* further extend learning.

Science is based on a hands-on, inquiry model and the use of Carolina Science modules allows for students to engage in STEM-like activities. Students have a unique opportunity to integrate science inquiry through the Parkside Planetarium, a block away from Hilliard. Under the guidance of Westlake's own Dr. Jeanne Bishop, the Planetarium offers the chance for students to investigate such topics as the phases of the moon, Native American legends, and constellations.

The social studies curriculum is based on a progression from the self and family to the community, state and world. Students develop the knowledge and skills to become productive citizens in a global society. Service learning and community service projects are vital components of our students' education. Fourth grade students coordinate Hilliard's school-wide paper recycling program which teaches environmental and community responsibility. Hilliard has raised \$69,000 since 2000 for The American Heart Association through Jump Rope for Heart. We have an extensive history in reaching out to the Westlake Village Retirement Center with visits to our elderly community. Our students have raised money for international causes by selling pet rocks to benefit tsunami victims.

Hilliard's emphasis on global understanding has led us to pursue the designation as an International Baccalaureate Primary Years Programme (IB PYP) School. Hilliard will begin instruction in French and Spanish in the 2012-2013 school year to prepare our students for global understanding.

Hilliard implements a Discipline Based Arts Education (DBAE) program that integrates art history, aesthetics, art criticism and art production. We incorporate world cultures, real life experiences, technology and personal expression in a way that balances analytical thinking skills with creativity and divergent thinking. Our students' work is shown every year at a statewide show with the Ohio Arts Education Association, in our local community and abroad in Ireland.

Our music curriculum is based on Ohio's Content Standards which our music teacher helped author. Students receive vocal and instrumental music instruction, learn to play instruments, read,

compose, study and appreciate music and its history. Students have opportunities to perform for others in the community.

Hilliard's physical education program is based on a version of NASPE standards, adopted by Ohio. Learning experiences are provided to promote health, wellness, and sportsmanship through programs and activities: National Red Ribbon Week, field days, intramural sports, The NFL Punt-Pass-Kick competition, and Walk With Me program. Fitnessgram is used as the assessment tool for reporting and tracking student fitness levels.

2. Reading/English:

At the heart of Hilliard's reading program is the belief that all children can read. It is the goal of every teacher at Hilliard to lay the foundation to develop fluent, thinking readers, for whom reading will become a life-long experience.

The reading program is based on a balanced literacy approach. Students engage in daily reading, writing, and speaking activities. Every classroom reading program encompasses guided and shared reading and writing. The goal of guided and explicit instruction is to foster independent reading and writing.

The Curriculum Director, elementary teachers from all four buildings, and Hilliard's reading specialist collaborate to develop a comprehensive reading program. Ongoing staff development focuses on best practices for delivering reading instruction. The approach is driven by the fundamental components of reading: fluency, vocabulary, comprehension, phonemic awareness, and phonics. The foundation for phonemic awareness and phonics is taught through the Wilson *Foundations* program, and supported by Response to Intervention (RTI) Tier II *Foundations* "double dose." To meet the more intensive needs of students at the RTI Tier III level, Wilson Reading and Leveled Literacy Intervention is provided. Hilliard's classroom teachers use Scholastic leveled readers, and interventionists use *Soar to Success* for phonics, fluency and comprehension instruction in guided reading groups. *Great Leaps* and *Foundations* fluency program is provided to students whose AIMSweb assessments indicate below grade level performance. Hilliard's gifted specialist crafted a reading program that challenges students who read substantially above grade level. Additional support for students is provided by English as a Second Language (ESL) tutors. Teachers use the Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI), and Basic Reading Inventories to determine the scope of students' reading behaviors and instructional needs. Student writing is assessed using teacher developed common writing assessments. A key component of comprehension instruction is explicit teaching of Question/Answer Relationships.

Hilliard's library of more than 14,000 volumes supplements research, independent, and recreational reading. Students visit the library weekly for instruction and book selection. The Media Specialist strives to match books with individual students, supporting and promoting the student's independent reading, their need for information, and their active interest in life-long reading. The reading and media specialist work collaboratively on projects such as Family Literacy and Math Nights, reading celebrations like Read Across America, a Family Reading Challenge that focuses on families reading together, and a Summer Reading and Math Program.

Porter Library's summer program supports Hilliard's summer reading program by providing access to Porter's extensive children's collection and by bridging the academic break between June and August. We collaborate closely with Porter Library and the Cuyahoga County Public Libraries who are always willing to loan materials to our teachers, present book-talks, provide after-school homework support.

3. Mathematics:

Hilliard Elementary math instruction follows Ohio Academic Content Standards. Hilliard teachers are also focusing on the transition to the new National Common Core Standards. Grade level teaming

supports students as they are promoted to the next grade with informational data to inform instructional decisions such as: previous report cards, intervention or enrichment data, benchmark/progress monitoring data and end of the year assessments on math standards. Data teams meet to discuss students with previous year's teacher to implement research based strategies immediately for a seamless transition.

Hilliard teachers use two research based math programs: *Investigations* and *Envisions*. *Investigations* is inquiry based and requires students to explain mathematical processes used in both oral and written forms. *Investigations* also encourage students to work collaboratively to assess problems and use strategic thinking to create solutions. These mathematical problem-solving strategies are also used in science experiments, economic lessons on business and profit, language arts non-fiction readings and use of technology for activities like World Math Day. The *Envisions* math program was adopted to address components of curriculum that *Investigations* lacks and to provide more formative assessments to guide future instruction.

Hilliard teachers use data from Ohio Achievement Assessments (OAA) testing, curriculum assessments and other progress monitoring tools to intervene and enrich students. Intervention specialists and academic coaches assist with varying students' areas of need identified during collaborative team meetings. Along with differentiated instruction, teachers use a variety of technological skills to give students 21st century skills. Examples of various technology programs used are Promethean board flipcharts, Brain Pop site, Discovery Education and math literature online to enhance math lessons. Additionally, *Aleks*, *Study Island* and *First in Math* programs help enrich and differentiate instruction. These tools provide targeted instruction for students' instructional math levels, formative assessments and progress monitoring data to monitor responses to intervention. Math websites are also provided to students to use outside of the school day. Hilliard's Math and Literacy Night provide support to utilize these sites and complete hands-on activities to use at home.

Hilliard teachers have received various grants to enhance the curriculum. A grant from the Jennings Foundation supported the purchase of Flashmaster machines which are designed to increase math fact fluency. Hilliard recently received Target (\$2000) and Wal-Mart (\$250) grants for the purchase of supporting literature and guided reading books for math and language arts instruction. These materials will also be utilized when planning units of inquiry using the National Common Core Standards.

4. Additional Curriculum Area:

Hilliard's mission is to create an environment that promotes globally-minded, compassionate, life-long learners who are knowledgeable and socially responsible citizens. We believe that our 21st century learners will acquire the essential science skills and knowledge by using a hands-on, inquiry based approach to science instruction. Our primary science resources are the *Carolina® STC Elementary Program™ Unit Kits*. *STC* is a research-based inquiry science curriculum developed by the Smithsonian Institute and The National Academies' *National Science Resources Center*. AIMS (Activities Integrating Math and Science) Education Foundation materials and lessons are also used to enhance the science curriculum. Additional materials and resources include the use of science instruments, nonfiction texts and Discovery Education streaming videos.

Students are involved in many STEM (Science, Technology, Engineering, Math) related activities at Hilliard and the scientific method is emphasized at all grade levels. In preschool, students create a five senses volcano, observe the life cycle of butterflies and ladybugs, and design "Humpty Dumpty" Egg Drop containers. Kindergarten students monitor the incubation of chicken eggs and countdown to the hatching of live baby chicks. When the first egg is hatched, they make and display posters advertising the event so all Hilliard students can visit the baby chicks. In first grade, students design and implement methods for melting ice cubes in the shortest time possible and observe the evaporation of the melted ice in a petri dish over several days. In second grade, students make instruments to create sound, and they observe how light responds to different materials. The third grade students take a webquest inside the layers of soil. They sort, weigh, measure and conduct tests of properties such as luster and magnetism to identify rocks and minerals. Fourth grade students create stream tables to investigate streams and tributary

formation, run-off and erosion. They apply what they learned and decide where to build a home and keep it safe from the elements. Our gifted students are currently doing a worm composting project which will lead to an inquiry-based research project.

Each year Hilliard celebrates Earth Day by educating the school about environmental practices during daily announcements and classroom activities. School-wide science programs include the recycling of paper, cans and bottles.

5. Instructional Methods:

Hilliard is dedicated to high achievement. The diverse needs of students are met through a tiered delivery of intervention and support (Response to Intervention/RTI); every Hilliard student is afforded instruction which addresses individual strengths and weaknesses. Good first instruction is at the core of Hilliard's academic program. Teachers are equipped with the tools, methods and strategies to deliver explicit, high-quality instruction.

Struggling readers and students who have difficulty accessing content area subjects in a whole group instructional setting, receive Tier I support from classroom teachers. Teachers assess students using various tools such as AIMSweb for reading and math, common reading, writing and math assessments, and teacher-developed assessments to target specific needs. Teachers access Florida Center for Reading Research, Intervention Central, and other leading research-based strategies (*Rasinski's* fluency methods, *Great Leaps* and *Foundations* fluency) to reach struggling students. The *Wilson Foundations* program and a guided reading program that is based on skill development enable teachers to provide focused interventions. *Study Island*, preschool *iPad* apps, *Aleks* math support intervention and the variety of available websites accessed on Promethean boards are ways that teachers use technology to reach students.

Students challenged by English as a second language receive support from an ESL tutor. The focus is on developing language, syntax, vocabulary and background knowledge. Students receive ESL support in small pull-out groups, and in an in-class model. Students who have identified articulation issues, and for whom receptive and expressive language skills are delayed, work one-on-one, and in small groups, with a speech therapist. A gifted teacher addresses the needs of the more advanced students. She provides small group activities and projects to enrich students based on current state standards. Tier II intervention is delivered by the reading specialist who supports the learning in the regular classroom, and provides a more in-depth practice for struggling readers in a pull-out model.

Finally, three Intervention Specialists attend to the individual educational needs of students who have been identified for more intensive, Tier III intervention. Instruction is geared toward moving students to achieve grade level expectations in the least restrictive environment. Intervention is delivered in a pull-out and inclusive setting. The *Wilson Reading* and Literacy Intervention program is used to offer a more intensive study of words, fluency and language development. Each tier of intervention is supported by teaching assistants who can provide practice and reinforcement of skills for students.

6. Professional Development:

Hilliard Elementary supports all staff members in their pursuit of quality professional development. Staff members are offered professional development through our building based programs as well as those offered from central office to enhance their knowledge and implementation of best practices. Our district's Continuous Improvement Plan outlines the areas of focus for professional development needs of the staff based on the timeline of the district and school level goals each year as well as the needs of the students. One of the focus areas this year is the International Baccalaureate Primary Years Programme (IB PYP). Hilliard is presently in the interest level of the Programme and will apply for candidacy in April 2012.

Our teachers participate in collaborative time planning, based on the professional learning community framework, each week. The main purpose for this collaboration is to learn and reflect upon new information which can be embedded into daily instructional practice and to increase student achievement in the areas of literacy, enrichment learning, and intervention for students needing additional support, math instruction and the upcoming new Ohio Common Core Standards.

Professional development is provided monthly during regularly scheduled staff meetings. Topics are chosen based on the areas identified by the Building Leadership Team, and by district and state lead initiatives. Professional development is provided to special subject area teachers (art, music, physical education) at the district level, maximizing subject area collaboration. Guidance counselors, psychologists, nurses and classified personnel are also provided yearly professional development at the building and district level. Each teacher in the district must complete a detailed individual professional development plan (IPDP), to stay current in best practices in their educational field. All teachers set goals and are evaluated yearly.

In the last two years, our teachers have attended professional development in the following areas: autism, *Wilson Reading*, *Wilson Foundations*, Ohio Common Core Standards, ESL, RTI, math and reading interventions, International Baccalaureate Primary Programme, Value- Added, restraint training and Treatment and Education of Autistic and related Communication-handicapped Children (*TEACCH*). It is also common practice for any staff member to share articles from journals, magazines, newspapers or the Internet. All staff members are encouraged to grow professionally and seek opportunities to do so.

Our professional development plan at Hilliard establishes a strong foundation of educational practice which fosters a school culture of excellence.

7. School Leadership:

The philosophy at Hilliard Elementary has been built and continues on a shared leadership style where all members play vital roles in making a successful school. The former principal of 24 years provided a solid foundation. The school represents a community of learners and the role of the principal is to facilitate, motivate, challenge, and empower teachers and staff to accept leadership roles within the school environment, always keeping their focus on student success.

Hilliard's current Principal is new to the building this year. She views her role as comprehensive whereby best practices are promoted and expected to be utilized daily and a culture of high expectations is nurtured to meet the needs of all students.

Specific examples include:

- The Building Leadership Team and Building Advisory Council focus on monitoring and implementing our School Improvement Plan. These groups meet on a monthly basis to discuss and reflect on instructional practices, policies and procedures to maintain the components of a positive school culture. Grade level teams, including the principal and reading specialist, meet weekly to plan lessons, reflect and analyze data to guide instruction.
- Parents and community are actively engaged in our everyday culture. There are numerous parent volunteers who contribute on a daily basis. PTA sponsored events support our students and families through activities, assemblies and events designed to enhance educational experiences. They set goals which support the mission of the school.
- Our school supports our community through many avenues: yearly Harvest for Hunger campaign, Jump Rope for Heart fundraiser, and the recycling program to name a few. Our teaching staff involves their students in programs which reach across the continent through international

writing, math and reading opportunities with those in other countries. This increases our students' global understanding and learning venues as evidenced in high achievement results.

- Communication is vital to establish an information highway to connect our families at Hilliard. The PTA, with staff input, publishes a comprehensive monthly newsletter to keep our school community informed; all staff receive a daily email to keep them current; teachers write monthly newsletters; and the district publishes an "Around the Schools" communication to keep everyone abreast of what is happening in all our schools. Our academic communication occurs specifically through report cards, IEP progress reports, and AIMSweb reports.

Through a collaborative effort, using all resources at the school, district and state level, the leadership component at Hilliard fosters student achievement to the height of excellence!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment/Ohio Achievement Test

Edition/Publication Year: 2007-2010 new each year

Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	100	98	96	98	98
At or Above Accelerated	73	63	81	78	73
Number of students tested	55	49	48	40	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	4	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	100				
At or Above Accelerated	73				
Number of students tested	11				
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	100				90
At or Above Accelerated	60				40
Number of students tested	10				10
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	100	98	95	97	98
At or Above Accelerated	78	68	80	81	73
Number of students tested	49	40	40	37	52
NOTES:					
Ohio has three levels of proficient or above ratings: Proficient, Accelerated and Advanced. The scores in this table reflect at or above proficient and at or above accelerated. This applies for all grade level data reports in this application.					

12OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment/Ohio Achievement Test

Edition/Publication Year: 2007- 2010
yearly

Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	96	98	94	100	95
At or Above Accelerated	83	86	90	88	79
Number of students tested	54	49	49	40	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	1	0
Percent of students alternatively assessed	2	0	4	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	91				
At or Above Accelerated	73				
Number of students tested	11				
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient	100				
At or Above Accelerated	70				
Number of students tested	10				
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	98	98	93	100	94
At or Above Accelerated	85	83	88	86	81
Number of students tested	48	40	41	37	52
NOTES:					

12OH8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment/Ohio Achievement Test

Edition/Publication Year: 2007-2010 yearly editions

Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	96	98	98	95	92
At or Above Accelerated	82	87	81	64	59
Number of students tested	49	52	42	59	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient		90		77	67
At or Above Accelerated		70		31	17
Number of students tested		10		13	12
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	95	98	97	95	92
At or Above Accelerated	83	86	84	63	59
Number of students tested	40	44	38	56	61
NOTES:					

12OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment/Ohio Achievement Test

Edition/Publication Year: 2007-2010 yearly editions

Publisher: Ohio Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
At or Above Proficient	98	96	98	98	97
At or Above Accelerated	73	67	79	63	70
Number of students tested	49	52	42	59	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
2. African American Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
3. Hispanic or Latino Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
4. Special Education Students					
At or Above Proficient		90		92	92
At or Above Accelerated		30		15	33
Number of students tested		10		13	12
5. English Language Learner Students					
At or Above Proficient					
At or Above Accelerated					
Number of students tested					
6. White, Non-Hispanic					
At or Above Proficient	98	95	97	98	97
At or Above Accelerated	78	61	79	63	69
Number of students tested	40	44	38	56	61
NOTES:					

12OH8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
At or Above Proficient	98	98	96	96	94
At or Above Accelerated	77	75	81	69	65
Number of students tested	104	101	90	99	119
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	3	1	0
Percent of students alternatively assessed	0	1	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	100	0	0	0	0
At or Above Accelerated	73	0	0	0	0
Number of students tested	11	0	0	0	0
2. African American Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
At or Above Proficient	100	90	0	77	77
At or Above Accelerated	60	70	0	31	27
Number of students tested	10	10	0	13	22
5. English Language Learner Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
At or Above Proficient	97	98	95	95	94
At or Above Accelerated	80	77	81	70	65
Number of students tested	89	84	78	93	113
NOTES:					

12OH8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
At or Above Proficient	96	96	95	98	96
At or Above Accelerated	78	76	84	73	74
Number of students tested	103	101	91	99	119
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	3	1	0
Percent of students alternatively assessed	1	1	3	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
At or Above Proficient	91	0	0	0	0
At or Above Accelerated	73	0	0	0	0
Number of students tested	11	0	0	0	0
2. African American Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
At or Above Proficient	100	90	0	92	92
At or Above Accelerated	70	30	0	15	33
Number of students tested	10	10	0	13	12
5. English Language Learner Students					
At or Above Proficient	0	0	0	0	0
At or Above Accelerated	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
At or Above Proficient	98	96	94	98	95
At or Above Accelerated	81	71	83	72	74
Number of students tested	88	84	79	93	113
NOTES:					

12OH8